English Policy

Date approved	Committee responsible for review of policy	Next review date	Policy on website	Statutory policy
September 2025	FGB	September 2027	No	No

Headteacher: Mrs Fiona Micklefield

1. Purpose of the policy

This policy reflects the aims and values of St Lawrence CE Primary School. It ensures all stakeholders, including staff, governors, parents and pupils, are working towards the same goals.

The purpose of this policy is to:

- Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment
- Demonstrate adherence to the National Curriculum objectives and guidelines (if appropriate)
- Provide clear information to parents and carers about what their children will be taught
- Allow the governing board to monitor the curriculum
- Provide Ofsted inspectors with evidence of curriculum planning and implementation

2. Subject vison

At St Lawrence CE Primary School, we are passionate to develop children's achievement and engagement in all aspects of English. We are determined that all our children, no matter their circumstances or starting point have the opportunities to learn and make progress in order to achieve their full potential. As a team, we have thought hard about the design of our English curriculum to ensure it is inclusive, engaging, challenging and progressive. The cornerstone of this is building every child's speaking and listening skills through our use of drama, poetry, and discussion, which is not only evident in our English lessons but also across many of our curriculum subjects. This ensures children are able to access a range of opportunities in order to become careful thoughtful listeners and eloquent confident speakers. We place great important on building a love of reading within our children. This is achieved through sharing stories and texts that we believe will ignite this passion within them. Our Book Talk session allow the children to experience a range of great literature both fiction and non-fiction, while building their fundamental reading skills of decoding, fluency, accuracy and prosody. Through developing speaking, listening and reading techniques, we aim to build a solid foundation for the children's written skills. We provide opportunities for all children across the school to write for a range of purposes and to a range of audiences. This offers them the chance to engage authentically with the writing process and express their ideas clearly, creatively and coherently. By placing equal importance on all the elements of the English curriculum, children are able to develop and enhance their learning and understanding.

3. Aims and outcomes

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and

written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

4. Teaching and learning

Reading, writing and spelling is taught daily across St Lawrence. Each element of the National Curriculum has been broken down into a small step document for each year group to ensure that teachers have clarity and understanding on what they need to teach and what their children need to achieve. This also helps guide teacher's assessment of each pupil.

Reading

In Key Stage 1, reading is taught via our Little Wandle Phonics scheme (please read Phonics guidance for further information). From Summer term in Year 2, children also take part in Book Talk sessions where texts are shared and discussed. Pupils also begin to record their responses more formally during these sessions in preparation for Key Stage 2.

In Key Stage 2 reading is taught as Book Talk sessions which vary according to the needs to the children and the text being studied. The usual model of these sessions follows a cycle of exploring background information of the text, author, genre and exploring some of the language that may be encountered. This is followed by a session where the text is read which can encompass the teacher modelling reading, choral reading, reading in pairs and individual reading. The next session is a discussion lesson where key points and themes are explored as well as a discussion of a big question the teacher has posed. Finally, the children have the opportunity to record their ideas from the text and big question.

In addition to reading sessions, a class reader is shared with the children daily as well as regular visits across the week to our school library and whole class visits termly to Alton Town library.

In order to boost children's progress, we have a team of skilled reading volunteers that hear specific children regularly across the week and afternoon intervention sessions run by our TAs following guidance from each class teacher.

Writing

We believe that the key to successful writing is engagement and enthusiasm therefore we ensure that each writing unit has a stimulus that will capture the children's imagination,

leading to an outpouring of ideas that the children are keen to record. Through each unit the children encounter opportunities to engage in and explore their stimulus before investigating key features of their genre including discrete teaching of focused SPAG points that will be beneficial to them in their writing. Our children have the opportunity to talk, share and draft their ideas before they produce their end of unit outcome. Across the school, all pupils are encouraged to edit their work before sharing it with their target audience.

Speaking and Listening

We provide opportunities for all our children to focus on developing their speaking and listening skills. These can be seen in our Book talk reading and discussions, drama lessons, debate activities, half termly poetry slams and regular public speaking occasions such as church services and Year 5 production.

Spelling

Little Wandle is used in Key Stage 1 to develop pupil's spelling understanding. In Key Stage 2, we are in the process of rolling out a Key Stage 2 phonics program in line with Little Wandle and National Curriculum guidance. In addition to this, Years 3 to 6 also have a daily Word of the Day session where the key spellings for their year group are explored and learnt.

Handwriting

In Key Stage 1, all children take part in regular discrete handwriting lessons to help develop their fine motor skills and letter formation. In Key Stage 2 handwriting is taught according to class and pupil need. Intervention sessions are also used to support any children who may benefit from extra practice and guidance.

English is taught using a range of approaches, examples of which might include:

- Whole-class teaching
- Small group discussions
- Reading rich texts
- Analysing artwork and picture prompts
- Debates
- Writing for pleasure sessions
- Role play and drama
- Poetry slam performances

5. Curriculum overview

Please see the hyperlink below which takes you to the whole school subject overview on the school website where you can see the subject content across all year groups from EYFS, Key Stage 1 to Key Stage 2.

Curriculum overview

5.4 Programmes of study

Please see the hyperlink below which takes you to the National Curriculum.

National Curriculum

6. Cross-curricular links

In English, there are many opportunities for cross curricular links. This may include:

- History: Essay writing when enquiring and exploring different history topics
- Geography: Debates over global environmental issues
- RE: deeper understanding of different religions and their influence (I wonder questions)
- ICT: use of the internet for research and presenting findings in a range of ways
- Wellbeing: drama to explore different scenarios and inspire our writing

7. Assessment and recording

7.1 Assessment

St Lawrence CE Primary School uses assessment to enable staff to understand what pupils have learnt before, what they need to learn now and what they will learn next.

Formative assessment
Formative assessment is ongoing and will be used to inform teachers in relation to their planning, lesson activities and differentiation.

Summative assessment
Summative assessment is recorded at the end of each unit of work.

Feedback

Children receive regular feedback during the lesson and can receive this at the beginning of the next.

7.2 Recording

Pupils will record their learning in the following ways:

- Subject books
- Year R Individual Learning Journey or on Tapestry

This may take the form of photographs, pictures, notes or written work, and may be worksheet-based or fully independent.

8. Resources

8.1 Educational equipment

Quality fiction and non-fictions texts, word mats, word books, spelling mats, a range of thesaurus and dictionaries, thought provoking pictures and artwork.

8.2 External speakers, local museums, trips

To further engage children in English we use a range of trips, visits and experiences. These include:

Open the Box theatre group, Young Shakespeare Company, termly Alton Library visits, poetry slams, author visits, drama workshops, Spring Dance Company

9. Roles and responsibilities

9.1 Headteacher

The headteacher at our school will:

- Support the subject leader but also hold them to account for the effectiveness of the subject
- Support staff through the provision of training and resources
- Monitor the planning and delivery of the subject
- Ensure the requirements of the National Curriculum are met
- Ensure this policy is reviewed according to the timescales set out

9.2 Subject leader

The subject leaders at our school will:

- Prepare and review subject policy and curriculum plans
- Promote the study of the subject throughout the school
- Monitor the teaching and assessment of the subject
- Attend appropriate CPD
- Stay informed regarding developments in the study and teaching of the subject
- Evaluate resources
- Provide training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments nationally
- Assess the impact of the subject curriculum on pupils' learning and development
- Make presentations to governors on the subject and how it is being taught

9.3 Classroom teacher

Classroom teachers at our school will:

- Teach and assess the subject according to the principles laid out in this policy
- Report to the subject leader
- Maintain subject knowledge and appropriate CPD

9.5 Parents

The parent community at our school will:

- Make sure their children are prepared for learning

- Sign the home school agreement

10. Inclusion

Teachers set high expectations for all pupils in English. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with special educational needs (SEN)
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so pupils with SEN and/or disabilities can study English, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in English.

A Support and challenge section forms part of the learning journey planner.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

11. Links to other policies

This subject policy links to the following policies and procedures:

- Curriculum policy
- Assessment policy
- Feedback policy
- SEN policy

12. Monitoring and review

This policy will be reviewed by staff and governors every 2 years.

Head Teacher's signature
(Fiona Micklefield)

Chair of Governors' signature
(Paul Whitty)